

February—2005

# FOCUS

## A Newsletter for Family & Consumer Sciences Teachers

### THE INTERNET AND OUR LIVES

Many different forms of technology are impacting all aspects of our lives, both our work and our family lives. The internet is certainly one technology that has changed the way we communicate as evidenced by how this newsletter is now distributed. It is likely that computing devices can or will become imbedded in clothes, appliances, cars and phones; and, these networked devices will allow greater surveillance by both business and government.

But how will the internet change our lives in the next ten years? That question was the focus of a web-based study that involved 1,286 network-technology stakeholders. Over 46% of these persons have used the internet for well over a decade; 6% began using it prior to 1982 and 38% between 1983 and 1992.

A few of the predictions from the results of that study about what the next ten years will bring:

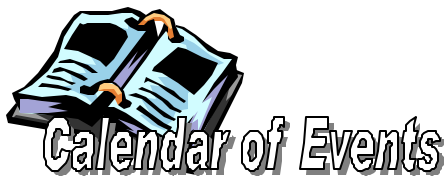
- **Social Networks**—The internet will increase the size of our social networks far beyond that has traditionally been found. We will have a wider range of sources from which to gain information about job opportunities, personal services, common interests and products.
- **Network Infrastructure**—66% agreed that at least one devastating attack will occur sometime within the next ten years. 52% agreed that 90% of all Americans will go online from home via high-speed networks that are dramatically faster than what we have today.
- **Civic Engagement**—Civic involvement will increase substantially. 32% agreed that online voting would be secure and widespread by 2014, but half of the respondents disagreed with that idea.
- **Education**—The choice of how one learns will be greatly impacted because of the increase in internet usage combined with an increase in home schooling. 57% agreed that virtual classes will become more widespread and students might at least occasionally be grouped, not by age but by similar interests and skills.
- **Families**—Over half (56%) responded that the boundaries between work and leisure will diminish significantly and that will impact everyday family dynamics.

If you find thinking about how technology will impact your life intriguing, then take a closer look at this study that was conducted by Elon University and the Pew Internet & American Life Study. It is available at <[www.elon.edu/predictions/survey\\_04.aspx](http://www.elon.edu/predictions/survey_04.aspx)>.

Even if you don't like technology and how it is changing our lives, the reality is that it has. . .is. . .and will continue to do so. Perhaps one of my granddaughter's favorite comments, "Just get used to it!" is appropriate.

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(Date, event, location, contact person for additional information and telephone number or web address. See box on right for FCS staff.)

## **FEBRUARY**

- 10 FCS Teacher Workshop; North Platte; Shirley Baum
- 11 FCS Teacher Workshop; Scottsbluff; Shirley Baum

## **MARCH**

- 17-18 ProStart Competition, Southeast Community College, Beth Haas

## **APRIL**

- 11-12 FCCLA State Leadership Conference—"GO for the Gold"
- 15-17 NAFCS Annual Meeting; Lincoln

## **JUNE**

- 6-9 Nebraska Career Education Conference; Kearney (formerly called INVEST Conference)
- 23-25 AAFCS; Chicago

## **AUGUST**

- 1-3 ProStart Teacher Forum, UNL East Campus

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### **WEBPAGE:**

<http://www.nde.state.ne.us/FCS/FCS.html>

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## CAREER EDUCATION CONFERENCE—FCS DISCIPLINE

(Formerly INVEST Conference) All FCS sessions in Holiday Inn—Ballroom I unless otherwise noted

### SUNDAY, JUNE 5

- 6:15 – 7:00 Joint FCSTN Board & New Teachers/Mentor Social.....Holiday Inn – Stateroom F  
 7:00 – 9:00 FCSTN Board Meeting (2004-2005).....Holiday Inn – Boardroom  
 7:00 – 9:00 New FCS Teacher/Mentor Meeting.....Holiday Inn – Stateroom F

### MONDAY, JUNE 7

- 8:30 – 9:00 FCS Opening Session.....Holiday Inn – Ballroom I  
 9:00 – 10:00 *Intergenerational: What? So What? Now What?*

Vicki Rosebrook, Macklin Intergenerational Institute, Findlay OH

This interactive session defines intergenerational programming, discusses how intergenerational interactions bridge the age gap and explores how multi-age relationships educate the hearts/minds of our future.

- 10:30 – 11:30 *Intergenerationally-Enriched Environments*

Vicki Rosebrook, Macklin Intergenerational Institute, Findlay OH

The Intergenerational *Family Room Approach* encourages relationship building and creates the climate to appropriately unite generations.

- 11:30 – 1:00 Lunch on your own

- 1:00 – 2:00 *Housing Issues: Integrating Housing into the FCS Curriculum*

Carolyn Turner, North Carolina A&T State, Greensboro NC; Shirley Niemeyer, UNL

Explore why housing is important, the housing condition within the states, housing policies, other major housing issues and discover some websites that address those issues.

- 2:15 – 3:15 *Bringing Brain-Based Learning into the FCS Classroom*  
 Becky Mullin, Lincoln High School

This session will focus on the use of brain-based research in your classroom and how you can teach your students to learn with the brain in mind.

- 3:30 – 4:30 *Humor for Life!!*

Janie Walters, Champion Communications, Madison MS

Humor has been proven to add length to our lives, quality to our days, helps in managing stress, stimulates creativity and increases worker productivity. Let's *make fun a priority!*

- 4:45 – 6:00 *FCSTN Business Meeting*

- 6:15 – 8:45 *FCS Banquet/Dessert Reception*.....Holiday Inn – Stateroom B/C

### TUESDAY, JUNE 8

- 7:00 – 8:15 *Joint FCSTN 04-05 and 05-06 Executive Board Meeting*.....Holiday Inn—Boardroom

- 8:30-10:00 *The Missing Link: Relationship Education*

Jessica Pool, The Dibble Fund for Marriage Education, Dallas TX

Learn the most current research and latest happenings in the area of youth relationship and marriage education.

- 10:30-11:30 *The FCS Teacher's Role in Minority Health*

Janice Strang, Dairy Council

As the American population has become more racially/ethnically diverse, awareness of health disparities among minority groups, and in particular, between minorities and Caucasians, has increased. Learn the complexities behind these issues and strategies to improve the health of your minority students.

- 1:00-4:30 *FCS Roundtable Carousel*

Session is divided into several rotationals; participants will select from several choices each rotational. A detailed description of each rotational will be inserted into the FCS registration packet and will also be available at the door. The FCSTN Silent Auction will be conducted during this session.

## **NEBRASKA CAREER EDUCATION CONFERENCE GENERAL SESSIONS/WORKSHOPS**

Dr. Willard Daggett will keynote the opening general session on Wednesday, June 8, 2005 from 8:30-9:45 at the Kearney Holiday Inn. Dr. Daggett is the president, founder, and lead consultant of the International Center for Leadership in Education. Known for his challenge to educators to think beyond the “here and now,” Daggett will offer an exciting and innovative view of the purposes, benefits and effectiveness of American schools. His enlightening, entertaining and motivating messages have helped his listeners to look at education differently by challenging their assumptions about the purposes, benefits and effectiveness of schooling. He inspires his audiences to embrace what is best about our education system and to make the changes necessary to meet the needs of all students in the 21st century.

Wednesday Concurrent Sessions are:

- Construction Across the Curriculum, Omaha Career Center staff
- Effective High School Advisor-Advisee Program, Ashland-Greenwood staff
- Finding the Answers—NCE in our Future, Dr. Daggett, NDE staff and NE administrators
- Smart Career Decisions Start with Great Career Information, NE Workforce Development staff
- Technology Education Challenges in High Schools, ESU #10 personnel
- Using Reading Strategies in the CTE Classroom, Columbus High staff
- Health Care Sciences—Nebraska’s Way, ESU #10 personnel
- Responding to 911 Calls, Jean Brown, (Papillion-LaVista)
- Road to a Successful Entrepreneurship Program –Winnebago staff
- What Piece of the Pie?, Kristine Spath (Omaha)
- Combining Math and Personal Finance in the Curriculum, NCEE staff
- Careers Class-An Intense 9 Weeks , Pamela Wright (Norfolk)
- Helping High School Sophomores Choose a Career
- Strategic Reading in the Content Areas, Rachel Billmeyer (Omaha)

Wed evening Sessions:

- Culinary Arts: Focus on International Flavors
- ServSafe Certification
- Strategies for Student Engagment—Mark Reardon

Some of the Thursday workshops are:

- Culinary Arts: Focus on International Flavors and Desserts (Tina Powers/Gerrine Schreck-Kirby)
- Nutrition Update (Jo Taylor)
- Science of Food (Sharon Holliday)
- Learning, Earning and Investing
- Introduction to Floral Design
- Getting the Results You Expect (Mark Rearson)
- Strategic Reading (Rachel Billmeyer)
- Nebraska Career Education Implementation Strategies/Tools
- Law, Public Safety and Security Cluster Implementation
- Equity Workshop
- Internet Safety
- Hands-On with Handhelds
- InDesign

***Registration information will be posted on the website ([www.nceconference.com](http://www.nceconference.com)) on March 1.  
Registration Fee: \$85 early; \$95 after May 1***

**THE DEVELOPER AWARD — 2004-2005 Application**

(Activities between May 1, 2004 and April 30, 2005)

**Name of Applicant:** \_\_\_\_\_

To receive the award, one must self-report at least 100 total points with a minimum of 10 points in each of four areas. The application must be **received by MAY 15** at the Nebraska Department of Education. This award, open to any FCS professional in Nebraska, may be received as often as the standards are met. The award is co-sponsored by the Family & Consumer Sciences Teachers of Nebraska (FCSTN) and the FCS section of the Nebraska Department of Education

**AREA 1 PROFESSIONAL IMPACT****TOTAL POINTS THIS AREA:** \_\_\_\_\_**Membership in Professional Organizations**

(5 pts/grouping-Circle appropriate groupings)

ACTEN/ACTE/NATFACS FCSTN FCSEA

NEA/NSEA/Local EA AAFCS/NAFCS

ASCD Phi Delta Kappa NETA

Others: (List )

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**Offices held in above Organizations**List organization and office held (10 pts-President;  
5 pts-other officers; 2 pts-committee chair)

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**FCCLA District/State Leadership**

(10 points each- Circle appropriate groups)

District Advisor District STAR Coordinator

State Board of Directors

State Peer Ed Adult Coordinator

**Professional Legacy** (secondary teachers only)

Supervise Student Teacher (10)

Supervise Pre-Student Teacher (5)

**Presentations to professional groups**

(1 pt/hour; count only once)

PTS GROUP/TOPIC

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**Publications** - (beyond local department)

Book - (single author-25; Chapter-10; reviewer-2)

Article- (single author-5; coauthor-2)

Educational materials used beyond local setting - i.e. learning packages, media packages, computer programs (single author-25; coauthor-10)

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**AREA 2 IMPACT IN SCHOOL****TOTAL POINTS THIS AREA:** \_\_\_\_\_**Presentations to School Groups**

(1 pt/hour; count only once)

PTS GROUP/TOPIC

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**School Visits** - either those you do or those you provide  
(5 pts/day; 2.5/half day)

PTS OTHER SCHOOL INVOLVED

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**Business / Industry Visits** (5 pt/day; 2.5/half day)

PTS NAME OF BUSINESS

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**Business Internship** (10 pts for 40 hours)

PTS NAME OF BUSINESS

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**Sponsorship/Advisorships/Coaching**

FCCLA Advisor (5 pts)

STAR coach (1 pt/event/each level)

State Officer/Peer Ed candidate/ team member  
(2 pts/person)

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**Others** - yearbook, sports, class, etc (5 pts)

PTS IDENTIFY

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**School Committees** (1 pt/hr; additional 5 pts if chair)

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**AREA 3 IMPACT IN COMMUNITY**

**TOTAL POINTS THIS AREA:** \_\_\_\_\_

**Presentations to Community Organizations**

(1 pt/hour; count only once)

|       |               |
|-------|---------------|
| PTS   | GROUP / TOPIC |
| _____ | _____         |
| _____ | _____         |
| _____ | _____         |
| _____ | _____         |

**Publicity generated** related to FCS/FCCLA in school newsletters or local/regional community sources (2 pts/article; 5 pts/radio or television)

|       |               |
|-------|---------------|
| PTS   | GROUP / TOPIC |
| _____ | _____         |
| _____ | _____         |
| _____ | _____         |
| _____ | _____         |
| _____ | _____         |

**Involvement in Community/Service Organizations** (member/2 pts; officer/additional 2 pts)

|       |                |
|-------|----------------|
| PTS   | GROUP / OFFICE |
| _____ | _____          |
| _____ | _____          |
| _____ | _____          |
| _____ | _____          |
| _____ | _____          |

**Advisory Boards/Committees on which you serve** (1 point for each meeting held during year)

|       |       |
|-------|-------|
| PTS   | GROUP |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Legislative Impact**

|       |  |
|-------|--|
| _____ | Legislative Workshop (5)                               |
| _____ | Face to Face contact with legislator (5 pts/ time)     |
| _____ | Telephone/letter contact with legislator (1 pts/ time) |

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Submit by May 15, 2005 to:

Shirley Baum, Director  
Family & Consumer Sciences  
Nebraska Department of Education  
PO Box 94987  
Lincoln NE 68509-4987

NOTE: To receive award, applicant must document a minimum of 100 points — with at least 10 points in each of the four areas.

**AREA 4 PROFESSIONAL GROWTH**

**TOTAL POINTS THIS AREA:** \_\_\_\_\_

**College / University Credit Earned**

\_\_\_\_\_ Points (5 pts/credit hour)

**Other Formal Inservice** (audited classes, non-credit classes, seminars, conferences) - *beyond* those provided by local school or ESU as part of *contract days*. [Ex. NE INVEST Conf, ACTA, NETA, NAFCS, AAFCS, FCCLA National Meeting]

(5 pts/day; 2.5 pts/half day; 1 pt/hr)

|       |       |
|-------|-------|
| PTS   | EVENT |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Mentoring** - a formalized relationship between an experienced and beginning teacher. . . may be either individually structured or through an organization

\_\_\_\_\_ Points (10)

**Professional Reading** (beyond course requirements) — contributes to personal expertise or professional role (2 pts/ book; .5/hr professional journal reading)

|       |                |
|-------|----------------|
| PTS   | AUTHOR / TITLE |
| _____ | _____          |
| _____ | _____          |
| _____ | _____          |
| _____ | _____          |
| _____ | _____          |
| _____ | _____          |

**AREA 5 OTHER**

Provide nature of experience (i.e. grant writing, international travel), identify in which of the four areas you feel it should qualify, and provide your estimate of point value.

|       |       |            |
|-------|-------|------------|
| PTS   | AREA  | EXPERIENCE |
| _____ | _____ | _____      |
| _____ | _____ | _____      |
| _____ | _____ | _____      |
| _____ | _____ | _____      |

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**TOTAL POINTS EARNED:**  
(Calculated by Applicant)

|                      |       |
|----------------------|-------|
| <b>Total Area 1</b>  | _____ |
| <b>Total Area 2</b>  | _____ |
| <b>Total Area 3</b>  | _____ |
| <b>Total Area 4</b>  | _____ |
| <b>Total - Other</b> | _____ |
| <b>(Area 5)</b>      |       |

## TECHNOLOGY TIDBITS

- **Brain Scientists Able to Follow the Pathway of Thought**

Scientists have developed a real-time scanning technique to track the path of a thought as it travels through the brain. The discovery has far reaching implications for both the medical and education fields. For example, the technique will allow doctors to monitor how well stroke patients are responding to rehabilitation, identify critical parts of the brain to avoid during surgery, and show exactly what is happening during an epileptic seizure. The technology has potential to extend into education as well by showing how students are processing and retaining new concepts. It is believed this new scanning technique will be widely available within five years.

Source: "Scientists Track Footprints of Thoughts," *ABC News Online*, November 29, 2004.

<http://www.abc.net.au/news/newsitems/200411/s1253666.htm>

- **Baby Teeth Identified as a Source of Versatile Stem Cells**

While working at the National Institutes of Health, Dr. Songtao Shi discovered that colonies of stem cells exist inside the teeth of adults. This prompted Dr. Shi to investigate a tooth discarded by his six-year-old daughter. He was surprised to find that the baby tooth contained potentially more versatile stem cells than an adult's tooth. At the Australian Stem Cell Scientific Conference held in Sydney last October, many delegates were optimistic that baby tooth stem cells hold more potential than embryonic stem cell extractions, and is a more ethically acceptable means of harvesting the valuable cells. "Parents will want to store the stem cells found in the pulp inside these juvenile teeth in liquid nitrogen" says Dr. Stan Gronthos, a hematologist at the Hanson Institute in Adelaide, South Australia. Dr. Gronthos predicts the baby tooth stem cells could be used to grow new teeth, treat neurological disorders such as Parkinson's disease, and perhaps grow replacement brain tissue for stroke sufferers.

Source: Ben Sandilands, "Baby Teeth Provide Life-Giving Stem Cells," *The New Zealand Herald*, December 4, 2004. <http://www.nzherald.co.nz/index.cfm?ObjectID=9001636>

## KUDO'S TO KATHY

Kathy Gifford, Family & Consumer Sciences teacher at Kearney Senior High was a finalist for the Nebraska Teacher of the Year. She has impacted students for over thirty years teaching one year in Sutton, twenty years in Wood River and in Kearney since 1994. She received two degrees from the University of Nebraska at Kearney.

Kathy believes that an important part of teaching is the ability to instill a desire to continue to learn. Students must learn techniques to cope with or overcome life's challenges. She also believes that teachers must make real world connections with whatever subject matter they teach..

"Every action of our lives  
touches on some chord  
that will vibrate in eternity."

-Edwin Hubble Chapin

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## READING LEVEL UPDATE

During the fall workshops, participants practiced computing the reading level of several FCS textbooks. Three selections from each of four different textbooks were used in this exercise. Between three and ten participants used one of three systems for determining the reading level. In the data below, the first three reports are the averages from their work. Three passages from the each of the texts (same pages) were entered into a computer that generated the last two measures for each text.

### Everyday Living Skills

|                |                    |
|----------------|--------------------|
| Fog            | 8.64 grade level   |
| Fry            | 11.25 age level    |
| Flesch         | 69—7th grade level |
| Flesch Ease    | 72.7               |
| Flesch-Kincaid | 5.7 grade level    |

### Nutrition and Fitness

|                |                      |
|----------------|----------------------|
| Fog            | 9.3 grade level      |
| Fry            | 13.23 age level      |
| Flesch         | 50—10/12 grade level |
| Flesch Ease    | 47.5                 |
| Flesch-Kincaid | 9.8                  |

### Culinary Essentials

|                |                      |
|----------------|----------------------|
| Fog            | 8.78 grade level     |
| Fry            | 13.96 age level      |
| Flesch         | 51—10/12 grade level |
| Flesch Ease    | 50.1                 |
| Flesch-Kincaid | 9.9                  |

### Contemporary Living

|                |                      |
|----------------|----------------------|
| Fog            | 10.46 grade level    |
| Fry            | 12.53 age level      |
| Flesch         | 55—10/12 grade level |
| Flesch Ease    | 46.2                 |
| Flesch-Kincaid | 10.7                 |

### Why the variations?

- Some can be attributed to using slightly different 100-word selections. For example, in the three different passages from Everyday Life Skills, there was a range on the Fog scale from 6.5 to 10.4, but the average of all was 8.64.
- Some can likely be attributed to math or counting errors. Using Nutrition and Fitness as an example, in one sample the three participants submitted scores of 7.1, 11 and 17. While a variation in scores is very possible due to the specific 100-word passage selected, the range of these scores indicate the likely possibility of math or counting errors.



## BOOK SELECTION

### MADAME SECRETARY

If you want to:

- be edified by the success of an immigrant woman,
- be awed by the multiple issues that the first female U.S. Secretary of State faced,
- understand what makes Europeans think and act the way they do, and
- gain insight into what a woman faces in a male world.

Then read Madeleine Albright's memoir, "Madame Secretary." She clearly describes the stresses and special problems that she faced as a woman in a man's world, a single mother balancing career and family, and a Czech Catholic who learned at age 50 that her Jewish grandparents died in the Holocaust. What a role model for women!

## READABILITY SCORES ON MICROSOFT WORD

Did you know that Word has a feature that will determine readability? If you would like to check the reading level of a textbook or an articles, enter the text manually or copy the text into word from a document using copy and paste (ex. taking text from the Internet). The best readability occurs when you have a rather large quantity of text.

### STEPS:

1. Open Word
2. Click on Tools in Toolbar
3. Click on Option (bottom of group)
4. Click on Grammar and Spelling tab
5. At the bottom of the page, check the box next to "Show Readability Statistics"
6. To get the statistics to show up, you must do a spell check on the document.
7. At the end of the spell check, a box will pop up with the statistics you requested.



## ***FEWER EMPLOYERS OFFERING FLEXIBLE SCHEDULES***

By Sheryl Nance-Nash - WomensNews correspondent, a freelance writer based in Long Beach, N.Y. who specializes in personal finance, small business and general business.

There is such a thing as work-life balance. Most days Lisa Kennedy feels like she's achieved it. For the last 18 years, with some time off to raise her two daughters, Kennedy, 40, has worked at Ernst and Young, much of the time since 1996 on a flexible schedule. She's missed only one event for her eldest daughter in the last four years and this summer she was named a partner at the firm.

While some weeks Kennedy works 50 hours, there are those where she puts in just 25. It all depends on what her clients and her children need. She's not a lone wolf either. More than 2,300 colleagues at her New York City-based employer, including nearly 100 partners, principals and directors, work on a formal Flexible Work Arrangement.

This kind of flexibility is sought after by women in particular. More women than men--44 percent versus 36 percent--take advantage of flexible arrival and departure times, according to a June 2004 report by Catalyst, a New York-based research and advisory organization that focuses on women's issues. The survey found that women are more likely than men to telecommute (23 percent versus 15 percent), take a leave or sabbatical (39 percent versus 32 percent) or change their work schedules ad-hoc (14 percent versus 9 percent).

But the kind of flexibility that Kennedy enjoys is still only available to the fortunate few. Many workers worry about the potentially negative impact on their career, according to the Catalyst report. Only 15 percent of women and 20 percent of men in the Catalyst study said they could use a flexible work arrangement without jeopardizing career advancement. Equal proportions of women and men, 14 percent, think they can use a parental leave or sabbatical without hurting their career advancement.

That kind of cultural uneasiness is now also being joined by a slowing down of the trend toward flexibility. In the late 1990s and early 2000s corporations--both large and mid-sized--seemed to be on the brink of making child care related perks the norm. For example, in 1982 there were 415 employer-sponsored child care programs in operation, by 1998 they numbered approximately 8,000, according to Susan Seitel, president and founder, Work and Family Connection, Inc., a Minneapolis-based work-life information and consulting firm.

But with the lackluster stock market, tight job market and layoffs that were common over the last few years, combined with double-digit increases in health care costs during the last five years, the pace of adding new family-friendly benefits slowed in some corporations, says Ellen Galinsky, president and co-founder of the Families and Work Institute in New York City.

"Work-life showed up on the cutting block," adds Seitel. When Work and Family Connection conducted a study last year, nearly three-fourths of the 52 work-life professionals and managers who responded to their online survey said investments in work-life efforts had been cut recently because of the economy.

Employers who offer job sharing fell to 17 percent in 2004 from 26 percent in 2001, according to a 2004 benefits survey by the Society for Human Resource Management, based in Alexandria, Va. Employers offering flextime in 2004 fell to 57 percent, down from 64 percent two years earlier. Those offering emergency and sick child care this year fell to 9 percent, down from 14 percent in 2001.

Some benefits, however, grew. Adoption assistance was offered by 18 percent of employers up from 11 percent in 2000, while dependent-care flexible spending accounts rose to 73 percent in 2004 from 63 percent in 2000.

"While there's been no data on the effects of the cutbacks, one can assume that such changes make it difficult to be a good employee and good family member, particularly for primary caregivers," says Linda Meric, director of 9 to 5 National Association of Working Women, based in Milwaukee.

For many workers, meanwhile, flexible scheduling is still a remote luxury. "Forty seven percent of the private sector work force doesn't have paid sick leave," said Jodi Grant, director of work-family programs at the National Partnership for Women and Families, a nonprofit advocacy group in Washington, D.C. However, with the economy beginning to show signs of strength, for example, some firms have resumed hiring, family friendly benefits are back in the spotlight. The reason is purely business.

"Smart employers understand that family friendly policies are good for their bottom line; they offer returns on investments," says Diane Halpern, director of the Berger Institute for Work, Family and Children at Claremont McKenna College in Claremont, Calif. "People are our asset. Family friendly policies and programs give us a competitive advantage in attracting and retaining great talent. Culture counts," agrees Barbara Wankoff, KPMG's workplace solutions director.

It's about recruitment and retention, which are taking on new urgency. An astounding 75 percent of employees are looking for new jobs, according to the 2004 U.S. Job Recovery and Retention Survey released by the Society for Human Resource Management and CareerJournal.com. Nearly 40 percent of human-resource professionals surveyed said they have noticed an increase in turnover since the start of the year.

However, it's no secret what employees want--flexibility. When Work and Family Connection conducted a survey this summer on its Web site and asked what would convince employees not to leave, nearly two-thirds of the 170 respondents said flexibility. Employers know what they need to do and smart ones are finding ways to meet employees' needs.

KPMG offers a comprehensive suite of benefits like flextime, telecommuting, compressed workweek, job sharing, paid parental leave, dependent care and shared leave. The company also recently rolled out discount programs with retail vendors, which will permit employees to take advantage of special deals for amusement parks, museums, retailers such as Lands' End to electronics and travel, for example.

Such offerings are much to the delight of employees like Dara Bazzano, 37, a senior manager who ranks one level below partner and works flexible hours. "Every week is different. Sometimes I'm up at 4 a.m. talking to multinational clients, in the office by 8:30 a.m., or getting off in time to make my son's baseball game," she says. The firm picked up the tab to set up her home office. She joined KPMG in 2000 and was lured away by another firm for seven months. Her new office was closer to her home, she made more money, worked fewer hours and had less stress. But because that job didn't offer her the same flexibility, she went back to KPMG. "It was a drastic pay cut to come back, but flexibility is priceless," says Bazzano who has three children between the ages of 9 and 11. And what about her career? "The firm is clear," she says. "I'm on track to be partner."

For more information: Women's eNews--Smart Money Flows to Female-Friendly Companies: - <http://womensenews.org/article.cfm/dyn/aid/1943/>, and Women's eNews-- Holmes Makes Professional Jobs Mother-Friendly: - <http://womensenews.org/article.cfm/dyn/aid/1147/>

**FAMILY & CONSUMER SCIENCES  
ROUNDTABLE SHOWCASE - CALL FOR PROPOSALS  
INVEST CONFERENCE – JUNE 2005**

The first twenty FCS teachers and teacher educators to volunteer to present a session at the Family & Consumer Sciences Roundtable Showcase to be held on the afternoon of Tuesday, June 7 are eligible for a \$85 stipend. Each is expected to present a minimum of two times; each rotation is 25-minutes long. Direct any questions and submit proposals to:

Shirley Baum, NE Dept. of Education PO Box 94987, Lincoln NE 68509-4987  
Telephone: 402-471-4813 FAX: 402-471-0117 E-mail: sbaum@nde.state.ne.us

**DEADLINE FOR SUBMISSION: February 28, 2005**

LEGAL NAME: \_\_\_\_\_

SOCIAL SECURITY NUMBER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

HOME PHONE: \_(\_\_\_\_\_)\_\_\_\_\_

SUMMER E-MAIL: \_\_\_\_\_

Title of Presentation:

Short Description: (25-50 words)

I prefer to present: \_\_\_\_\_twice \_\_\_\_\_ 3 times \_\_\_\_\_4 times \_\_\_\_\_5 times \_\_\_\_\_6 times

If you can present only at a specific time, please circle the rotations during which you would be available.

1:10-1:35    1:35-2:00    2:15-2:40    2:40-3:05    3:20-3:45    3:45-4:10



## SUGAR AND SUGAR SUBSTITUTES

Sugar is still the number one sweetener in the world. It is made from both sugar cane and sugar beets and comes in many formats, from brown to powdered to superfine, raw and organic. You can buy it in bulk, cubes, dots, sticks or pre-mixed with cinnamon.

But for those who have to watch their sugar intake, they can now enjoy the taste without all the calories. Sugar substitutes can mimic sugar not just in flavor, but in culinary applications as well.

Equal is the most-used sugar substitute on the US market. The key ingredient in Equal is aspartame, which is nearly 200 times sweeter than sugar. As a result, very little is needed to sweeten drink; one serving of Equal usually adds no calories. Equal's Sugar Lite blends aspartame and other sugar substitutes with sugar for lower calorie baking and cooking.

Nutrasweet is made from aspartame. It is used widely in soft drinks and other beverages.

Splenda is a newcomer to sugar-substitute scene and is gaining quickly in popularity. It is made from sucrose which is 600 times sweeter than sugar and has no calories at all. It is often more stable than other substitutes in baked products. The same company also offers Sugar Blend, which offers fewer calories but the same browning and rising properties as sugar.

Sweet-N-Low has been around for over 40 years. The key ingredient, Saccharine, was the first low-calorie sweetener on the US market. The company makes a brown sugar version. Saccharine has no calories and can be used in baking—most often mixed with a bit of sugar for volume and browning purposes.

|                       |             |  |
|-----------------------|-------------|--|
| For more information: | Equal       | <a href="http://www.equal.com/foodservicecenter">www.equal.com/foodservicecenter</a> |
|                       | Nutrasweet  | <a href="http://www.nutrasweet.com">www.nutrasweet.com</a>                           |
|                       | Splenda     | <a href="http://www.splenda.com">www.splenda.com</a>                                 |
|                       | Sweet-N-Low | <a href="http://www.sweetnlow.com">www.sweetnlow.com</a>                             |
|                       | Sugar       | <a href="http://www.sugar.org">www.sugar.org</a> (The American Sugar Association)    |

Source: Hospitality News, November 2004, CoffeeTalk, page 3.



### **NATIONAL RESTAURANT ASSOCIATION EDUCATIONAL FOUNDATION SUMMER INSTITUTES**

These intensive workshops delivered by industry experts provide educators with a forum to learn cutting-edge skills and knowledge. After passing the certification test for all three levels of instruction, completing 120 hours of industry experience, and fulfilling the other requirement, educators receive a Certified Secondary Foodservice Education (CSFE) certificate.

Level I: Basic courses will be held June 13-17 at California State Polytechnic University, June 20-24 at Washington State University, June 20-24 at Kendal College in Chicago, June 27-July 1 at the Art Institute of Atlanta and July 11-15 at Kent State University in Ohio.

To learn more about this course and the other two levels, including registration information, go to: [www.nraef.org](http://www.nraef.org)